



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

Essentials of Psychology. By COLIN S. BUELL. Ginn & Co., 1898.
Pp. viii + 238.

THERE have been many attempts in the past few years to satisfy what the author of this neat little volume calls "a growing demand for a psychology suited exactly to the needs of the normal and high schools" which have failed of their mission. While Principal Buell's book has some very commendable features it has two errors common to books of this class: it begins with an unnecessary discussion of the difference between the "New Psychology" and the "Old Psychology," and it devotes a disproportionate amount of space—six of its twelve chapters—to a physiological treatment of the senses. In the psychology proper is found a simple adaptation of some of the best results of the labors of specialists in this field. The concrete examples are well chosen, and the suggestive questions scattered through the book add much to its value as a text-book. In the hands of a teacher who knows how to draw the lines of demarcation between psychology and the neighboring sciences this will prove a good tool.

W. A. CLARK

THE UNIVERSITY OF CHICAGO

Survey of American History. By H. W. CALDWELL.

DURING recent years there has been an increasing desire among students of history to use extracts from original sources instead of secondary material. This desire has led to the publication of several series of "Leaflets," following the general style of the Old South Leaflets, so that many interesting papers have been placed in the reach of those unfortunate ones who have not had access to large libraries. The little volume entitled *A Survey of American History* contains ten papers which were issued during the college year 1897-8 by H. W. Caldwell, of the University of Nebraska. In addition to a suggestive introduction there are well-selected extracts from writings of each period of American history from early colonial times to the present. A small price is asked for the collection, so that it should find its way

to the table of many teachers in the public schools and academies of the country. There is just a suspicion that the thought of cheapness in price may have led to the use of a poorer quality of paper than is desirable in a production of permanent value, but subsequent editions may be looked for to remedy what seems the greatest defect in the book.

FRANCIS W. SHEPARDSON

THE UNIVERSITY OF CHICAGO

The Elements of Physics. For use in high schools. By HENRY CREW, Ph.D. The Macmillan Company.

THIS book is so very unlike the ordinary high-school text-book in physics that it demands the careful consideration of everyone interested in the subject. As an elementary text-book, it possesses the merit of being strictly what its title indicates. That is, it deals with fundamental principles only.

The author emphasizes the fact that "physics should be taught in the same manner to the boy who is preparing for college and the boy who is not," and he accordingly begins at once to prepare the boy for college physics. As might be expected under such circumstances, the book contains rather an unusual amount of symbolic language and a somewhat large number of technical terms. The discussion of scalar and vector quantities is certainly an innovation in high-school physics, and it is probable that the rule for vectors on page 7, presented without a demonstration, will strike the average high-school student as a surprise. Such discussions as the one on the distinction between *angular speed* and *angular velocity* and the representation of angular velocity by a straight line are wholesome, but there may be some doubt as to whether or not the high school will take kindly to them. On the whole, there may be some doubt about the book fitting easily into its place in the high school; but the fault is as much with the school as with the book.

Dr. Crew is not a mere text-book maker, but a thorough physicist and a most successful teacher. In the present work, the arrangement of the subject-matter is admirable, the style is most pleasing, and the entire work is characterized by mathematical accuracy and clearness. The constancy with which the author requires the student to *think*, may almost be said to place the book in a class by itself. The introduction of a group of carefully selected problems at the end of each